Gray stresses self-pacing

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teaching from evaluation/certification. Concentrated study and taped or filmed material are other possibilities.

Corresponding to this flexibility in education should be a flexibility in the degree. Gray suggested a "school degree" in engineering as an alternative to current departmental programs. Patterned after such current experiments as the XII-B science experiments as the XII-B science program, the school degree would allow a student to style his own engineering education.

"Problem focus" Another move for greater flexibility Gray proposed was a "problem focus." Horizontal cuts across the current vertical departmental structure would match developing interests in inter-disciplinary fields. Such a change would increase the field's viability and resolve the problem of competing with departmental requirements. For example, MIT has the personnel resources and the facilities to offer an excellent bio-medical program. A horizontal cut linking mechanical and electrical engineering and materials science with the biology department could spur nationally-acclaimed work.

Moving to the curriculum content, Gray stressed that MIT must rely on graduate schools and future employers to provide a professional education. Long ago the school gave up the goal of providing a complete engineering training in four years, but some departments still try to provide a start. Continue to develop individual independence and the ability to tackle engineering applications, Gray encouraged, but erase from the undergraduate curriculum the vocational work more appropriate to future study. Integration of work experience with educational programs was the final suggestion. "Extremely valuable" co-op and work/study programs could prepare the student for recognizing and dealing with engineering applications, while familiarizing him with his education's utility.

Industrial work, Gray pointed out, could also provide an attractive possibility for meeting rising education costs.